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A program demonstrating the values to be gained by 60 rural pupils engaged in a 5-week summer session was presented. The boys and girls separately participated in a 10-day trip to carefully selected areas of artistic, scientific, or historic interest in California. The purposes were to contribute to the intellectual, emotional, and social development of children in a rural environment; to improve the ongoing instructional program in the school district by upgrading levels of interest, motivation, and participation in the learning process; to introduce children to possibilities for vocational and avocational exploration; and to provide wholesome experiences in group living. Prior to the long trip, pupils studied films and materials as a preview of the journey. While the girls were on the trip, the boys remained at school taking local trips and doing additional reading and research. Activities were reversed for the second journey. The last week was devoted to evaluation and organization of materials for reports to be presented during the coming year. Travel was by bus; pupils often camped in State parks or lodged in school gymnasiums, and often prepared their own meals. They were accompanied by a master teacher who was joined on various parts of the journey by expert resource persons.

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Tulare City Elementary Schools
Tulare, California

WIDENING HORIZONS FOR FIFTH, SIXTH AND SEVENTH GRADE PUPILS THROUGH EXTENDED TRAVEL THROUGHOUT THE STATE

This program demonstrated the values to be gained by sixty rural pupils engaged in a five week summer session during which the boys and girls separately participated in a ten-day trip to carefully selected areas of artistic, scientific or historic interest in California. Prior to the longer trip, pupils studied films and materials as a preview of the journey. When the girls were taking the trip, the boys remained at school taking local trips and doing additional reading and research. Activities were reversed for the second journey. The last week was devoted to evaluation and organizing materials for reports to be presented during the coming year. Travel was by bus; pupils often camped in state parks or lodged in school gymnasiums, using sleeping bags, often preparing their own meals. They were accompanied by a master teacher who was joined on various parts of the journey by expert resource persons - scientists, historians, artists and museum curators.

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Widening Horizons

A Pilot Summer Session Program
for Fifth, Sixth and Seventh Grade Pupils
Tulare City Elementary Schools

Structure

A five weeks summer school for sixty selected pupils in grades five, six and seven was carried on during June and July, 1965 by the Tulare City Elementary Schools[1] under a grant from the Rosenberg Foundation. Thirty girls and thirty boys participated.

The group was divided according to sex and each group spent ten days in travel to carefully selected areas of artistic, scientific or historic interest in California.

During the first week, all the participants met at school to preview the proposed itinerary, to view and discuss films relating to the areas to be visited, to read and to review related research in preparation for the trip.

When the girls' group was taking the trip, the boys remained at school taking local trips and doing additional reading and research. Activities were reversed for the second journey.

During the last week all participants remained at school to discuss their experiences and to evaluate the journey in all of its aspects. They also organized materials for reports to be presented during the coming school year.

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[1] Tulare is a small city located in the San Joaquin Valley. It serves the surrounding rural communities, and its population by the 1960 census was 13,824.

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Purposes of the Program

1. To contribute directly to the intellectual, emotional and social development of children in a rural environment by providing for the acquisition of new information, concepts, skills, appreciations and values which, it is believed, will make them more effective and better informed individuals and members of society.
2. To enhance and improve the presently on-going instructional program in the Tulare City School District by upgrading levels of interest, motivation and participation in the learning process.
3. To introduce children at a formative stage of development to new and exciting possibilities for vocational and avocational exploration
4. To provide wholesome experiences in group living. Children selected to participate were from all social and economic groups in the community. Representatives of various ethnic and racial groups were deliberately chosen.

Activities

The girls and boys travelled by bus and prepared many of their own meals. In most instances, they camped in state parks or school gymnasiums using sleeping bags. However, plans were made for them to eat a few meals in good restaurants and to spend one night in a first-class hotel.

A master teacher accompanied them, and he was joined on various parts of the journey by expert resource persons such as scientists,

museum curators, historians, artists and others who had special interest and information on the area to be visited.

Value

The value of study trips as an aid to instruction is well established, but the usefulness of such journeys in the San Joaquin Valley has been minimized because the availability of significant historical, scientific and cultural resources is relatively limited. No art galleries, historical or scientific museums, or universities of higher learning are located within the area. Opportunities to observe and study contrasting ecological conditions such as those found at the seashore, a true desert, or an Alpine community are also lacking. The trip was planned to provide experiences of high quality in all of these areas.

The program could be readily replicated and would have value for urban as well as rural children.

Source for further information and materials:

[redacted]